

Exploring Expository Text

Lesson Preparation

Daily Lesson 11	WRITING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.13A,B E1.15Aiv, v	
Vocabulary of Instruction	<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. — What can writers do to help readers make connections to the text? 	
Materials	<ul style="list-style-type: none"> Organizational structures Substantiated Unsubstantiated Writer's Notebook (1 per student) Reader's Notebook (1 per student) Teacher Writer's Notebook (1) Expository texts from Daily Lessons 7-9 Example analytical essay from Daily Lesson 10 Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English 1 Unit 03 Reading Appetizer 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Students may need to reference the expository texts used in Daily Lessons 7-9 to locate textual support for their analytical essays. Prepare accordingly. Refer to Teacher Resource: English 1 Unit 03 Reading Appetizer. Prepare accordingly. 	
Background Information	<p>Analytical essay – an essay that analyzes and interprets a work of literature by using specific examples from the text to build a logical argument beyond a summary or description of the work</p> <p>This Instructional Routine partially assesses Performance Indicator: <i>“After reading an expository text about a specific current event, prepare a visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding.”</i></p>	
Teacher Notes		

Instructional Routines

Daily Lesson 11	WRITING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students select an organizing structure and begin drafts of their analytical essays.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer 2. Instruct students to refer to the notes on “Organizational Structures” in the Reader’s Notebook. Explain to students that as writers, they will need to determine an appropriate organizing structure for their ideas which supports the inferences they make. 3. Explain to students that whichever structure they choose, any and all opinions must be substantiated by using text evidence from the expository text. Discuss these elements of an analytical essay: position, evidence, and inference or reasoning. 4. Display the teacher example analytical essay. Ask: What organizing structure is apparent? Discuss responses. Ask: What inferences are made to support the thesis? Discuss responses. Ask: How are they substantiated? Discuss responses. 5. Explain that the position will be taken in the thesis but each paragraph must contain the textual evidence and reasoning or inference to substantiate the thesis or position.
Learning Applications	<ol style="list-style-type: none"> 1. Students choose an organizing structure for their ideas, locate textual support for their ideas, and begin drafts of their analytical essays.
Closure	<ol style="list-style-type: none"> 1. Ask: Why is it important that opinions be substantiated in our writing? Discuss responses.